**Comprehension Strategies**

Making Meaning involves explicit teaching of comprehension strategies

1. **Retelling**

**What it is:** Good readers use retelling to identify and remember important ideas or sequences of events that they need to know or recall.

**Example:** Students retell stories using setting, character, and plot to organize their thinking.

1. **Using Schema/Making Connections**

**What it is:** Good readers construct meaning by connecting their prior knowledge to information in the text.

**Example:** Students activate relevant prior knowledge before, during, and after reading.

1. **Visualizing**

**What it is:** Good readers form visual and other sensory images during reading to better understand, remember, and enjoy texts.

**Example:** Students visualize to make sense of figurative language and deepen their understanding of poems and stories.

1. **Wondering/Questioning**

**What it is:** Good readers ask questions about a text to focus their reading, clarify meaning, and delve deeper into the text.

**Example:** Students generate questions before, during, and after reading to make sense of text, and they analyze their questions to deepen their understanding of the reading.

1. **Making Inferences**

**What it is:** Good readers use prior knowledge and information in a text to create meanings not explicitly stated, moving from the literal to a deeper understanding of texts.

**Example:** Students make inferences to think more deeply about both narrative and expository texts.

1. **Determining Important Ideas**

**What it is:** Determining the important ideas in texts helps readers identify information that is essential to know and remember.

**Example:** Students identify information that is essential to know and remember.

1. **Understanding Text Structure**

**What it is:** Good readers use their knowledge of narrative and expository text structure to improve their comprehension.

**Example:** Students use story elements (e.g., setting, characters, plot) to help them understand stories, and identify and use features (e.g., headings, subheadings) and relationships (cause and effect, compare and contrast) to help them comprehend expository texts.

1. **Summarizing**

**What it is:** Good readers identify and bring together the essential ideas of a text as a way of understanding what they have read and communicating it to others.

**Example:** Students identify important ideas in a text and use them to develop oral and written summaries.

1. **Synthesizing**

**What it is:** Synthesizing is a complex process that requires readers to visualize, use schema, question, infer, and summarize to develop new ideas and understandings based on information in a text.

**Example:** Students synthesize to form opinions and make judgments about texts.